

Advocacy and Schooling



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**Land Acknowledgement**

*We acknowledge that we are gathered on ancestral lands, on Treaty One Territory. The Original Lands of Anishinaabe, Cree, Oji-Cree, Dakota, and Dene, and the Homeland of the Métis. We acknowledge that our water is sourced from Shoal Lake 40 First Nation, and Treaty 3 Territory.*

Inspire is committed to truth and reconciliation and land acknowledgements are an opportunity to create awareness and understanding with respect to our commitment.



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Welcome



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**Alex Beasse**

Alexandra is a lifelong learner with lived experience caring for neurodivergent youth as a mother of a child with several neuro-complexities. In addition to being a parent, Alexandra has obtained degrees in Social Development Studies and Social Work at both the Bachelors and Masters levels. Currently she is studying Equitable Community Change at Cornell University as a part-time distance education student. Alexandra lives a successful life with her own neurodiversities. She is most passionate about and committed to social justice issues that are happening in our community.

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**Alex McGilvery**

Alex is a parent of a disabled son, and has lived with depression, his or someone else's most of his life. He homeschooled his son for three and half years and many more years advocating for his son's education. When he isn't being dad, Alex is an author of a wide collection of books. He works editing books for other authors.

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Introductions



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# Deep Breathing



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# Problem Tree Analysis

This is a way to visualize problems. Where do they come from? What are the consequences?



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# What is an IEP?

Student-specific planning and IEPs are most effective when

- the process is collaborative and genuinely inclusive of all team members
- all members of the student support team are involved in sharing information, assessing student performance, and providing recommendations, all within their area of expertise
- planning is based on a current student profile
- programming suggestions and decisions are clearly linked to the student's current level(s) of performance
- programming suggestions and decisions are reflected in daily instruction
- responsibilities are identified
- student progress is continuously monitored
- programming is revised as a student's circumstances and progress indicate



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# Who is on the team?

By law, certain individuals must be involved in writing a child's Individualized Education Program. These are:



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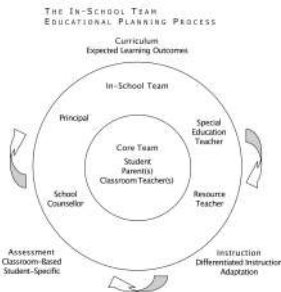
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# Parent/caregiver and student as the core.

The teachers have their perception and experience of the student.  
 What do they see as the student's strengths and weaknesses?

The parent/caregiver have different perceptions and experiences of the student in a different environment.  
 What strength and weaknesses do the parents/caregivers see?



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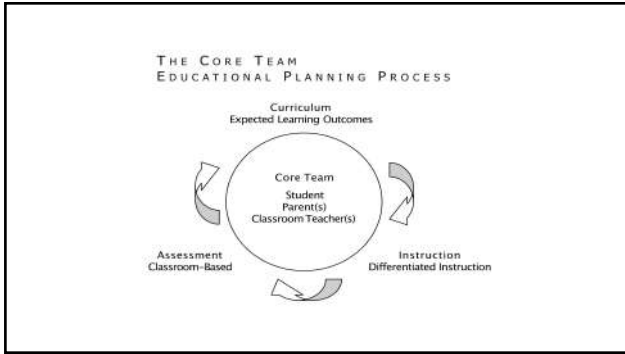
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## Student as Team Member

The student has their own understanding of themselves.  
What does the student consider their strengths to be?

What are the student's learning goals? They could be different from what the school has in mind.



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## What is Accommodation

There are three levels of accommodation:

- Differentiated Instruction,
- Adaptation
- Modification



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# Communicating with the school

What methods of communication are there between school and home?

- Journal
- Formal Meetings
- Informal Meetings
- Emails



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# What does an IEP look like?

| Student Specific Outcome  | Methods/Strategies  | Assessment   |
|---|---|--|
| <p><b>October</b><br/>During an independent assignment, Molly will make contributions and reference her partner (teacher/EA) to check for reaction 3 out of 4 times by June 2017.</p> <p>During an independent assignment, Molly will observe and comment on her partner's contribution (teacher/EA) to an assignment 2 out of 4 times by June 2017.</p> <p><b>February</b><br/>Molly will make a contribution to her group with prompts (SA, CI) and/or peers 3 out of 4 times by June 2017.</p> | <p>Start with an independent assignment to work collaboratively with the teacher/EA before moving on to collaborating with peers. Intentionally plan for situations that involve an emotional skill you can share with Molly.</p> <p>Demonstrate your own emotional skill to Molly and, then wait, wait, wait for her to notice you.</p> <p>Try taking the source of your emotional skill from her eyes, and she shifts to your face.</p> <p>Check she has noticed your skill, carry on with your communication about what happened.</p> <p>If she notices and shifts with you, then you'll be able to help set it to memory.</p> | <p><b>February 2017</b><br/>Mol: Molly references her (SA/teacher) looking for approval 100% of the time.</p> <p>Molly will call out the emotions of another person once they have vocalized their feelings.</p> <p><b>February 2017</b><br/>Mol: Molly recognizes other (EA, peers) contributions and offers encouragement such as, "You spotted that right!" She is able to give checkboxes during music and French classes.</p> |



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# 12345 Grounding Technique

- What are 5 things you can see?** Look for small details such as a pattern on the ceiling, the way light reflects off a surface, or an object you never noticed.
- What are 4 things you can feel?** Notice the sensation of clothing on your body, the sun on your skin, or the feeling of the chair you are sitting in. Pick up an object and examine its weight, texture, and other physical qualities.
- What are 3 things you can hear?** Pay special attention to the sounds your mind has tuned out, such as a ticking clock, distant traffic, or trees blowing in the wind.
- What are 2 things you can smell?** Try to notice smells in the air around you, like an air freshener or freshly mowed grass. You may also look around for something that has a scent, such as a flower or an unlit candle.
- What is 1 thing you can taste?** Carry gum, candy, or small snacks for this step. Pop one in your mouth and focus your attention closely on the flavors.



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# Roots, Trunk and Leaves



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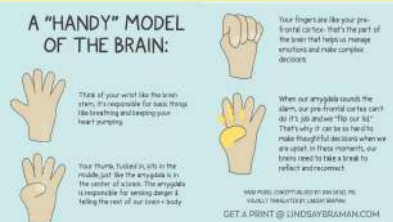
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# Alex's Brain Demo

**A "HANDY" MODEL OF THE BRAIN:**




Your fingers are like your pre-frontal cortex, that's the part of the brain that helps us manage emotions and make complex decisions.

When our amygdala sounds the alarm, our pre-frontal cortex can't do its job either "tip our lid." That's why it can be so hard to make thoughtful decisions when we are upset. In these moments, our brains need to take a break to reflect and reconnect.

Your thumb, tucked in, sits in the middle, just like the brain stem. The amygdala is responsible for sensing danger & telling the rest of our brain + body.

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# Process of developing the IEP

In general, IEP's summarize:

- what is known about the student (current level of performance)
- the programming that is being and/or will be provided (outcomes, instructional strategies, activities, and materials)
- the effectiveness of the programming (assessment, evaluation)

A written plan ensures continuity in educational programming by providing:

- a record of the educational programming for the student
- a tool for tracking individual student learning in terms of agreed-upon outcomes
- a basis for reporting the student's progress.



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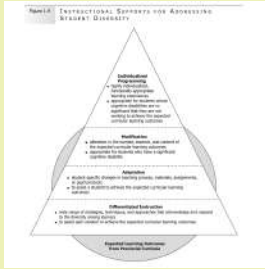
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# What is included in the IEP




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# The IEP at home.

It is easy to think of the IEP as a school only tool, but it is very helpful in the home.




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# Exercise –Shaking it out.




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# Problem Solving - Flowers

Roots, Trunk, Leaves, now flowers  
Ideas for solutions.



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## WHAT'S MY PLAN?

The builder of success is not just what you do...  
 How will I know it?  
 What do I need to know?  
 Who will I ask for help?

Just how many steps will you need?


What is my third step?  
 Sometimes to go forward you need to go back for you have your backer already in place.

What is my third step?

What is my second step?

What is my first step? How do you get started?

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# Fred's Story – Measuring Success


## SMART GOALS

**Your Goal**

- Specific
- Measurable
- Attainable
- Relevant
- Time-bound

How do you know you've achieved it?  
 How do you know you've achieved it?  
 How do you know you've achieved it?

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# Fred's Story

Developed on behalf of Flin Flon School Division, Frontier School Division and Kelsey School Division.  
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Hi, I'm Fred I'm 23. I used to be called 'Earpiece' because I wear hearing aids. I'm disabled, though I don't look it. My IQ is below 70 which makes me a Vulnerable Person. But I never let that stop me.

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From an early age I didn't like school, but my Mom and Dad made sure I went to school every day. They helped me with homework and with working with teachers, principals and EA's. Whatever I wanted to do, Dad always had the same question.  
What was my plan?

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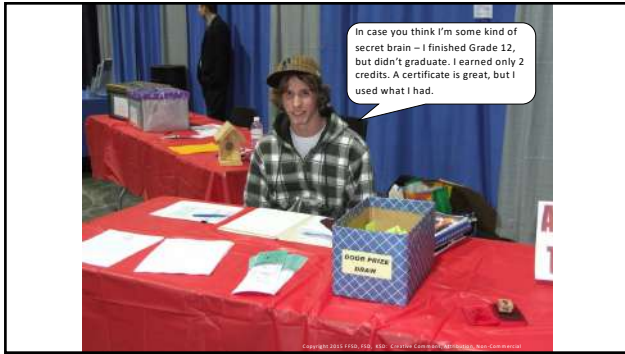
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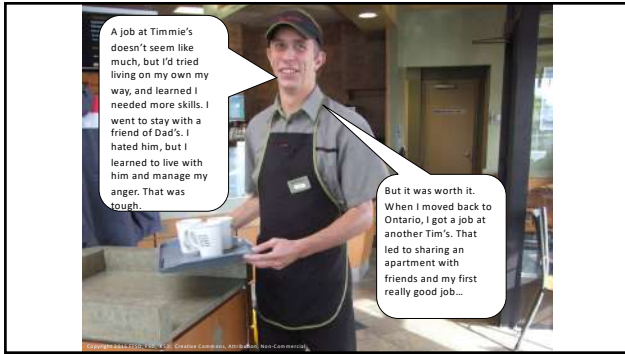
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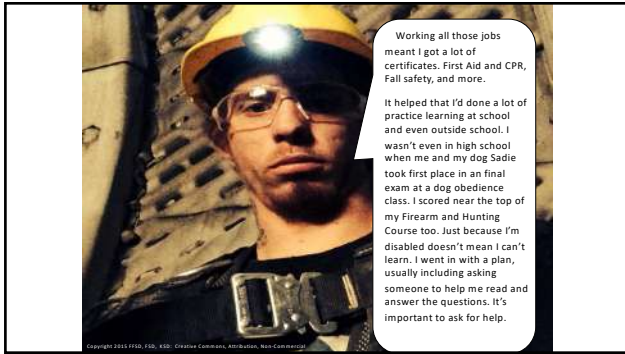
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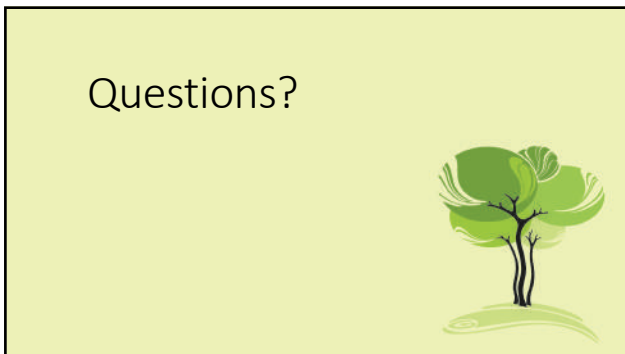
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# Evaluation

What did you get from today that you wanted?

What did you get from today that you didn't expect?

Was there anything you didn't get that you wanted?

What do you hope to take forward from this session?



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